# SPED Data Collection **Smorgasbord** Arizona Department of Education **Exceptional Student Services Peggy Staples**

Agenda Service Codes **Exit Codes**  NSE students/tuition payer 4 **December 1 Count Verification**  PEA Determinations Annual Data Collection Update

### Service Codes Effective FY 2008 P.L. 108-446, Section 618 (a)(1)(A)(ii), Section 618 (a)(1)(A)(iii), and Section 618 (a)(3);• 34 CFR § 300.640, 300.641, 300.642(b), 300.644, 300.645 School Age and Preschool One service code per student Mandatory use of formulas to calculate time inside regular classroom or early childhood program

#### Service Codes - School Age

CODE	DESCRIPTION	STATE	FED
А	Inside regular class 80% or more of the day	Yes	Yes
В	Inside regular class for no more than 79% of the day and no less than 40% of the day	Yes	Yes
С	Inside regular class for less than 40% of the day	Yes	Yes
D	Public or private separate day school for greater than 50% of the day	Yes	Yes
E	Public or private residential facility for greater than 50% of the day	Yes*	Yes

<sup>\*</sup> State funding for SWD is provided through voucher funds to private or public facility serving students.

#### Service Codes - School Age (cont'd)

CODE	DESCRIPTION	STATE	FED
EA	Public or private residential facility for greater than 50% of the day - placed by another state agency (not an IEP team decision) with code A	Yes*	Yes
EB	Public or private residential facility for greater than 50% of the day - placed by another state agency (not an IEP team decision) with code B	Yes*	Yes
EC	Public or private residential facility for greater than 50% of the day - placed by another state agency (not an IEP team decision) with code C	Yes*	Yes

 $<sup>^{\</sup>ast}$  State funding for SWD is provided through voucher funds to private or public facility serving students.

#### Service Codes - School Age (cont'd)

CODE	DESCRIPTION	STATE	FED
FA	Correctional facilities with code A	Yes	Yes
FB	Correctional facilities with code B	Yes	Yes
FC	Correctional facilities with code C	Yes	Yes

To be used for correctional facilities only: AZ Department of Corrections; AZ Department of Juvenile Corrections; County Detention Centers; County Jail Programs

#### Service Codes - School Age (cont'd)

CODE	DESCRIPTION	STATE	FED
н	Homebased/homebound/hospital program	Yes	Yes
ı	Services provided in regular classroom (A, MD, OI, SMR)	Yes	Yes
J	Private school placement; enrolled by parent(s)	No	Yes

#### Calculation - School Age Number of hours spent in regular class / total number of hours in school day (including lunch, recess and study periods) \* 100 Time spent outside regular classroom receiving services unrelated to the student's disability should be considered time inside regular classroom Educational time spent in age-appropriate community-based settings that include individuals with and w/o disabilities should be counted as time spent inside regular classroom

# School-age Scenario #1 Elementary student attends school 6 hours a day (lunch and recess = 1.5 hours) and receives all SPED services inside regular classroom. Calculation? Result? Service code?

Scenario #1

Service Code = B

# School-age Scenario #2 Junior high student with orthopedic impairment (OI) attends school for 7 hours a day (includes 2 hours for lunch and study hall) in a regular classroom. Calculation? Result? Service code?

Scenario #2 Calculation = N/A Service Code = I

# School-age scenario #3 High school student attends school 5 hours a day and is pulled out for 3.5 hours each day to receive SPED and related services. Student is arrested and placed in RTC by the courts. Calculation? Result? Service code?

Scenario #3

$$1.5 / 5 = .3 * 100 = 30\%$$

Service Code = EC

#### School-age scenario #4 High school student attends school 3 hours in the morning in regular classroom and also attends a regular vocational program for 3 hours in the afternoon, receiving SPED services in both programs. Student receives SPED and related services for 1 additional hour between programs outside regular classroom and takes a 1/2 hour lunch each day. Calculation? Result? Service code?



Scenario #4

Service Code = A

# School-age scenario #5 A vouchered elementary student attends an RTC on a full-time basis each weekday to receive SPED and related services per IEP. Calculation? Result? Service code?

Scenario #5 Calculation = N/A Student attends RTC for more than 50% of the school day Service Code = E

#### Service Codes - Preschool

CODE	DESCRIPTION	STATE	FED
PA	Inside regular early childhood program at least 80% of the time	Yes	Yes
РВ	Inside regular early childhood program 40-79% of the time	Yes	Yes
PC	Inside regular early childhood program less than 40% of the time	Yes	Yes
PD	Separate class	Yes	Yes
PE	Public or private day school for greater than 50% of the school day	Yes	Yes

#### Service Codes - Preschool (cont'd)

CODE	DESCRIPTION	STATE	FED
PG	Public or private residential facility at public expense for greater than 50% of the school day	Yes*	Yes
PH	Home at least 360 minutes per week	Yes	Yes
PJ	Private school placement; enrolled by parent(s)	No	Yes
PS	Service provider location for less than 360 minutes per week	No	Yes

<sup>\*</sup> State funding for SWD is provided through voucher funds to private or public facility serving students.

### Calculation - Preschool Amount of time in regular early childhood program / total number of hours (up to 8 hours per day or 40 hours per week) in regular early childhood program PLUS any time spent receiving SPED and related services outside regular early childhood program For assistance: See Preschool LRE Calculation Worksheet

# PS Scenario #1 Child attends a regular preschool program for 30 hours a week (5 days a week at 6 hours per day), but is pulled out of the regular preschool program for 3 hours each week to receive SPED services. Calculation? Result? Service code?





### PS Scenario #2 Child attends regular preschool program 27 hours a week (3 days a week at 9 hours per day) and receives SPED and related services in a SPED program for an additional 12 hours a week (2 days a week at 6 hours per day). Calculation? Result? Service Code?

Scenario #2

Service Code = PB

# PS Scenario #3 Child is in a headstart program, where the majority of children are typically developing, for 15 hours per week (3 days a week at 5 hours per day) and receives SPED services in the headstart classroom. Calculation? Result? Service code?

Scenario #3

Service Code = PA

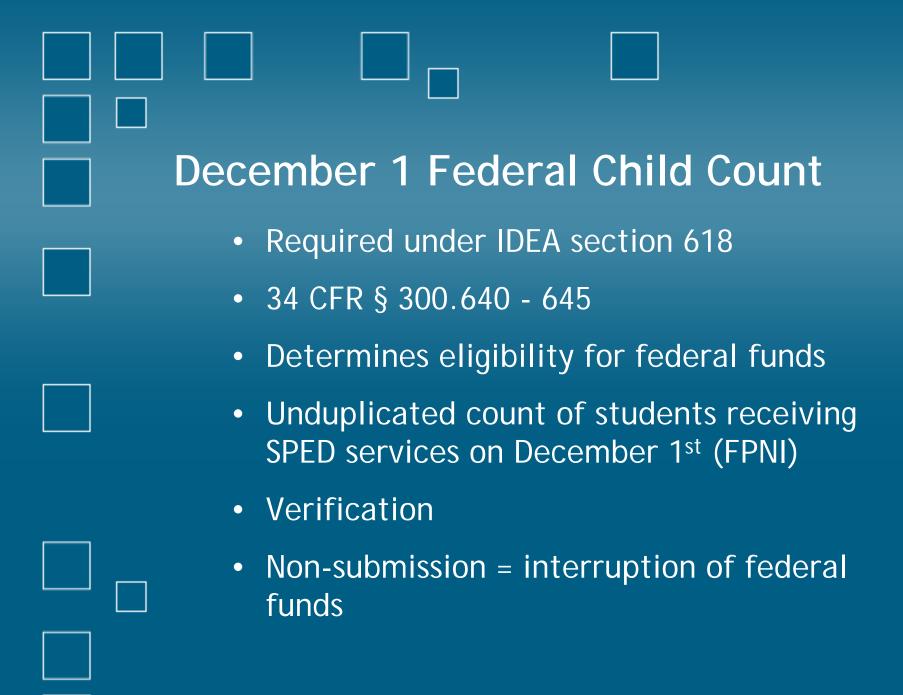
# PS Scenario #4 Child is in a headstart program, where the majority of children have disabilities, for 15 hours per week (3 days a week at 5 hours per day) and receives SPED services in headstart classroom. Calculation? Result? Service code?

Scenario #4 Calculation = N/A Service Code = PD

### SPED Exit Codes New in FY 2008 – {11} Expelled but still receiving SPED services - {12} Exit from one need but still receiving services for different need - {13} Participates in SPED thru end of school year Required for all SPED students Must align with withdrawal or year-end status Integrity validations will begin April 1st Exit dates continue to be required if exit code is submitted 30

#### **NSE Students/Tuition Payer 4**

- Student membership
- Non-special education students (NSE)
  placed in approved private residential
  facilities; funding is paid through the
  voucher system, not ADM.



#### **Verification Process** Common Logon ESS Census Verification 12/1 data extracted from SAIS SPED07 report Counts Verification - 3-5 SPED count - 3-21 SPED count Total enrollment of private/home school students Verification letter Signature required: SPED director, business manager, OR superintendent

# December 1, 2006 Count Verification • SPED07 available September 1, 2007 915 requests due November 23, 2007 - ARS § 15-915 Verification letters due November 30, 2007 Impacts PEA determinations Non-submission = interruption of federal funds Mismatch = potential ADM audit

# December 1, 2007 Count Verification SPED07 available January 1, 2008 Verification letters due May 31, 2008 Impacts PEA determinations Non-submission = interruption of federal funds Mismatch = potential ADM audit



- 34 CFR §300.600 and §300.604
- Public reporting not required
- Required considerations
- Determination labels

## PEA Determinations (cont'd) Required considerations: Noncompliance with preschool transition requirement of In-by-3 Correction of non-compliance (monitoring) and/or dispute resolution) within 1 year Valid, reliable, and timely submission of data Audit findings 95% of SPED students participating in state assessments



- - Meets requirements
  - Needs assistance
  - Needs intervention
  - Needs substantial intervention

#### In by 3

- Target = 100%
- Calculation:

% = # eligible prior to 3<sup>rd</sup> BD / (# referred by AzEIP - # not eligible prior to 3<sup>rd</sup> BD - parent refusals) \* 100

% = row 3 / (row 1 - row 5 - row 6) \*100

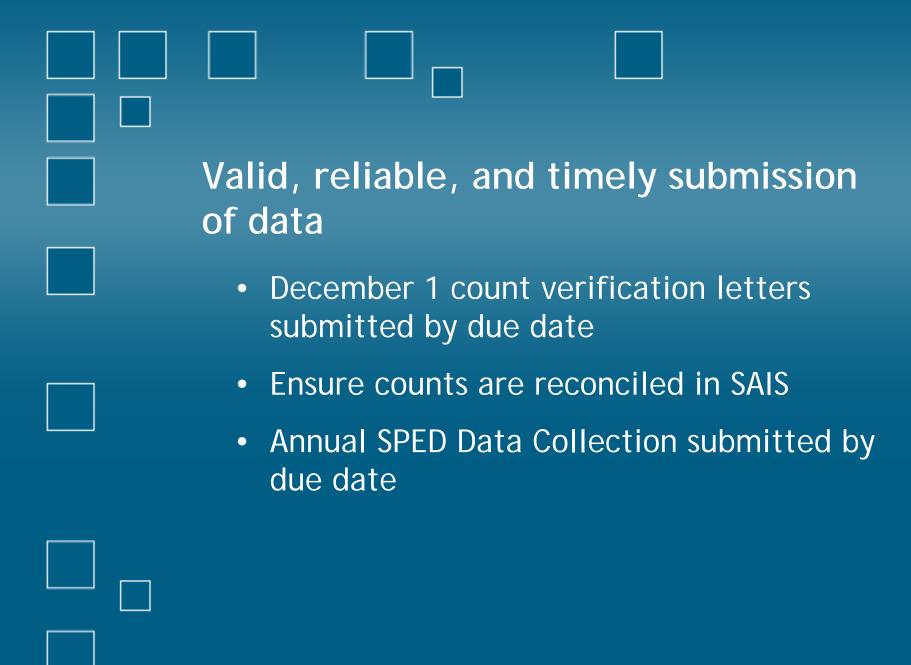
#### Preschool Transition - #1

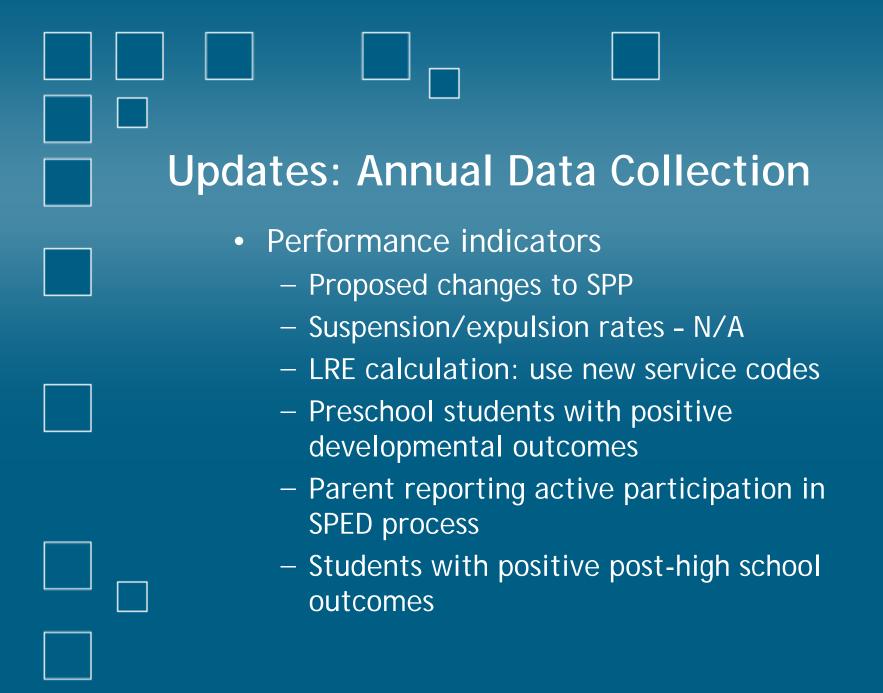
1	Report the number of children transitioned to your district by AzEIP between 07/01/YY and 06/30/YY	13
2	From the number in row 1 above, report the number of children found eligible for preschool education services	10
3	Of those found eligible (row 2 above), report the number of children with an IEP developed prior to their 3rd birthday	9
4	From the number in row 1 above, report the number of children who did NOT qualify for preschool special education services	3
5	Of those NOT eligible (row 4 above), report the number of children who were determined not eligible prior to their 3rd birthday	1
6	Report the number of children for whom parent refusal to provide consent caused delays in evaluation or initial services	1

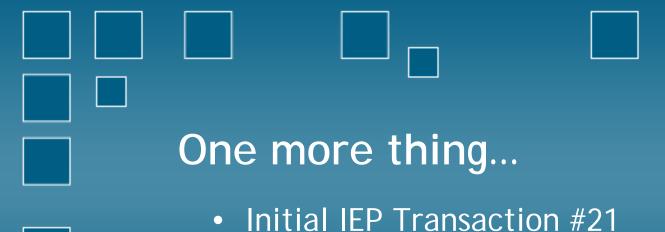
#### Preschool Transition - #2

1	Report the number of children transitioned to your district by AzEIP between 07/01/YY and 06/30/YY	16
2	From the number in row 1 above, report the number of children found eligible for preschool education services	13
3	Of those found eligible (row 2 above), report the number of children with an IEP developed prior to their 3rd birthday	13
4	From the number in row 1 above, report the number of children who did NOT qualify for preschool special education services	3
5	Of those NOT eligible (row 4 above), report the number of children who were determined not eligible prior to their 3rd birthday	3
6	Report the number of children for whom parent refusal to provide consent caused delays in evaluation or initial services	0

### In by 3 (cont'd) If target is not met, consider: Timelines for transition from AzEIP Training of staff related to LEA responsibilities Relationships with local AzEIP service coordinators and/or providers Data reporting accuracy Attending regional trainings AzEIP agencies include: - DES/DDD, ASDB, DES/AZEIP only Referral vs. transition







mittai ili Transaction #21

# NO LONGER REQUIRED!!!

## Contacts STaR Team ADE Support Center -602.542.7378-866.577.9636 Peggy Staples -602.364.402448

